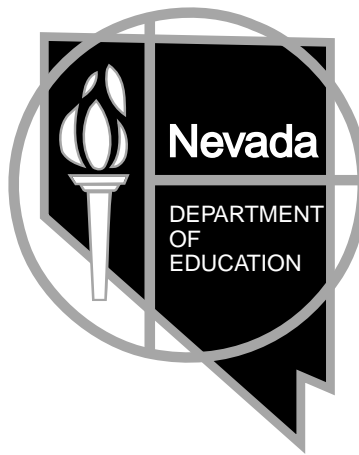


Grade **10**

# NEVADA

HIGH SCHOOL PROFICIENCY EXAMINATION



## Test Administration Manual

### 1998 Series

For use with reference **ONLY** to the  
**Grade 10 Nevada High School Proficiency Examination**  
**in Mathematics, Reading, and Science**

Dr. Keith W. Rheault, *Superintendent of Public Instruction*  
Office of Assessments, Program Accountability, and Curriculum  
(775) 687-9188

Copyright © 2006 by the Nevada Department of Education  
Copyright © 2006 by Measured Progress

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher, except for the printing of complex pages, with the copyright notice, for instructional use and not for resale.

Portions of this work were published in previous editions.

Printed in the United States of America.

## TABLE OF CONTENTS

Checklist for Classroom Test Administrators .....	ii
<b>GENERAL INFORMATION.....</b>	<b>1</b>
Test Security .....	1
Test Irregularities .....	2
Testing Environment.....	2
Invalidation of Test Scores .....	3
Accommodations for Students with Special Needs .....	3
Procedures for Administration .....	3
Testing Materials .....	4
Assistance for Students .....	5
Time Requirements.....	5
<b>SAMPLE STUDENT ANSWER DOCUMENT FOR GRADE 10 .....</b>	<b>6</b>
 <b>INSTRUCTIONS FOR ADMINISTRATION OF TEST TO STUDENTS.....</b>	 <b>7</b>
Student Instructions for Coding Demographic Data on the Answer Document .....	7
Note: This subsection applies to students who do not have an answer sheet label .....	7
 <b>MATHEMATICS TEST INSTRUCTIONS.....</b>	 <b>11</b>
General Instructions.....	11
Instructions for Administering the Mathematics Test With a Break Between Parts .....	13
Instructions for Administering the Mathematics Test Without a Break Between Parts..	15
 <b>READING TEST INSTRUCTIONS .....</b>	 <b>17</b>
General Instructions.....	17
Instructions for Administering the Reading Test With a Break Between Parts .....	19
Instructions for Administering the Reading Test Without a Break Between Parts .....	21
 <b>SCIENCE TEST INSTRUCTIONS.....</b>	 <b>23</b>
General Instructions.....	23
Instructions for Administering the Science Test With a Break Between Parts.....	25
Instructions for Administering the Science Test Without a Break Between Parts .....	27
 <b>ANSWER DOCUMENT CODING PROCEDURES.....</b>	 <b>29</b>
Coding of Answer Documents .....	29
<b>APPENDIX A: CODING TERMS AND DEFINITIONS .....</b>	<b>31</b>
<b>APPENDIX B: SCHOOL SECURITY CHECKLIST .....</b>	<b>35</b>

## Checklist for Classroom Test Administrators

### Before Testing:

- \_\_\_\_\_ Attend the test administration refresher training at your school and discuss any questions that you may have.
- \_\_\_\_\_ Read all directions for test administration in this manual and any additional handouts used in the test administration refresher training.
- \_\_\_\_\_ Obtain student rosters and sign-in sheets from your school test coordinator. (Your STC must verify student eligibility prior to testing.)
- \_\_\_\_\_ Obtain any necessary accommodation information from your school test coordinator.
- \_\_\_\_\_ Obtain all necessary materials for test administration—#2 pencils, scratch paper, test booklets, and an answer document for every student scheduled to test with your class. (Students testing in multiple subjects **must** use the same answer document for all subjects.)
- \_\_\_\_\_ Check Student ID against the class roster during student check-in and obtain student signatures. If affixing Student ID labels to answer documents, ensure that the correct labeled answer document is given to each student.
- \_\_\_\_\_ Students may **NOT** bring electronic devices into the testing session, and no personal belongings are allowed on the desk or table tops. Whenever possible, have students store backpacks in the rear of the testing room.
- \_\_\_\_\_ Know your district number and school number for accurate demographic page coding.

### During Testing:

- \_\_\_\_\_ Post a "Testing" sign on your classroom door.
- \_\_\_\_\_ Follow the script in this test administration manual **verbatim**.
- \_\_\_\_\_ Provide accommodations as outlined in the students' IEP, LEP, or Section 504 Accommodation Forms.
- \_\_\_\_\_ Students who do **NOT** have IEP, LEP, or Section 504 Accommodation Forms must test under **regular conditions** and may **NOT** use
  - calculators,
  - dictionaries, or
  - reference materials or other instructional aids.
- \_\_\_\_\_ Students must **NOT** be left unattended with test materials.
- \_\_\_\_\_ Circulate throughout the room and actively monitor students during testing. Check that students are bubbling responses in the correct subject section of the answer document.
- \_\_\_\_\_ Students may **NOT** receive assistance with test items.
- \_\_\_\_\_ Test items may **NOT** be translated into another language.
- \_\_\_\_\_ Provide additional time in a test-conducive environment. Follow the school's plan for orderly transition from one testing situation to another.
- \_\_\_\_\_ **Disclosure of test content is strictly prohibited by state law.** Do not read, review, copy, reproduce or take notes on test items.

**After Testing:**

- \_\_\_\_\_ **Make sure that the correct test booklet version number has been bubbled on the answer document for each content area tested.**
- \_\_\_\_\_ Collect and log in all materials—test booklets, scratch paper, pencils, etc. Students are to leave the room with only their personal belongings.
- \_\_\_\_\_ Before dismissing students, ensure that the number of test booklets and answer documents collected is identical to the quantities that were distributed prior to testing.
- \_\_\_\_\_ Check test booklets for answer documents tucked inside.
- \_\_\_\_\_ Log in any unused test booklets and include them with the materials to be returned to your school test coordinator.
- \_\_\_\_\_ Follow your school's procedures for sorting test materials and return them to your school test coordinator.
- \_\_\_\_\_ Report any irregularities **immediately** to your principal, school test coordinator, or district test director.



## GENERAL INFORMATION

This manual contains a description of the procedures to be used when administering the 1998 Series Nevada High School Proficiency Examination in Mathematics, Reading, and Science. Classroom test administrators should make sure that they read and understand these instructions thoroughly before testing begins. Adherence to these procedures and instructions will ensure that students have uniformly favorable testing conditions.

### Test Security

**Nevada statutes specifically prohibit the disclosure of the content of state examinations. The concern is twofold. First, students should have no knowledge of the test prior to the administration. Second, teachers should have no knowledge of the test content so that "teaching to the test" will not occur either inadvertently or intentionally. (NRS 389.015)**

The following steps should be taken to safeguard the security of materials required for the administration of the Nevada High School Proficiency Examination:

1. All educational personnel involved in the administration of the NPEP examinations must be trained annually in the instructions regarding preparation for testing, handling test materials, and test security for those tests that will be administered in their school.
2. Each individual involved with the administration of NPEP examinations must acknowledge in writing that he/she has read and understands all information provided by the school district related to proper test security and test administration, and understands the potential consequences for failure to comply with the state and district test security plans.
3. Locked, secure storage must be provided for all secure test materials, including test booklets and completed answer documents, while the materials are on site.
4. The locked room or file cabinet used for the storage of materials required for the Nevada High School Proficiency Examination program must not be accessible to anyone other than the principal or school test coordinator, nor can it be used to store other materials for which individuals other than the principal or school test coordinator require access.
5. Test booklets must not be distributed to those administering the examination until the prescribed date for test administration.
6. Knowledge or review of actual test content is not necessary for valid test administration and is strictly prohibited.
7. Under no circumstances shall copies of test booklets or marked answer documents be circulated among faculty, administrators, or other persons.
8. Test booklets must not be copied or reproduced by any means without the prior written authorization of the test publisher and the Nevada Department of Education.
9. Administration of the NPEP examination to a person who is not eligible to take that examination is an unauthorized disclosure of test content.
10. A log identifying the serial numbers of test booklets must be maintained for each transfer of test booklets from one individual to another (including distribution to students).
11. At least one classroom test administrator and a sufficient number of proctors must be provided at the testing site to adequately supervise the testing. A ratio of one classroom test administrator to not more than 30 students is strongly recommended.
12. At no time should students be left unattended with test materials.
13. All required materials (e.g.; #2 pencils, test booklets, answer documents, and scratch paper) must be provided at the testing location.

14. Additional materials, beyond those specified in test administration instructions, or approved by an IEP committee, must not be provided to students for use during a test administration.
15. The classroom test administrator must account for all test materials, including test booklets, student answer documents, and other test materials (including scratch paper) before a student is allowed to leave the testing area for any reason.
16. On completion of testing, classroom test administrators must return testing materials to the school test coordinator in a timely manner and no later than the end of the school day on which the test(s) is/are administered. If testing will take place over a period of more than one day, all testing materials must be returned to the school test coordinator at the end of each school day and picked up again in the morning of the next testing day, unless otherwise specified in this *Test Administration Manual*.

## Test Irregularities

Classroom test administrators should immediately report any testing irregularities to their school test coordinator. A testing irregularity is any occurrence that may inappropriately influence a student's performance. Examples of testing irregularities include, but are not limited to, the following:

- A student is observed cheating during the testing session
- A teacher or another adult provides improper assistance to student
- Testing accommodations specified in a student's IEP, or LEP Participation Form, are not provided
- A student is provided an accommodation that is not specified in the student's IEP, or LEP Participation Form
- An excessive disturbance or disruption occurs during the testing session
- A student's test booklet or used answer document is missing
- Any unused/unassigned test booklet is missing

**All testing irregularities must be reported immediately and recorded on the Report of Test Irregularity form. (See the *Guidelines for the Nevada Proficiency Examination Program, 2005–2006, Testing Environment*.)**

## Testing Environment

School test coordinators are involved in making certain that an optimum testing environment is provided for each student taking the test. A new policy developed in conjunction with district test directors provides specific direction on what can be displayed on walls and desks, and other information that clearly defines for Classroom test administrators what students can and cannot use during the test. See the *Guidelines for the Nevada Proficiency Examination Program, 2005–2006, Test Security*, "Appendices" in "An Appropriate Testing Environment."

Because testing environments can affect students' scores, the following guidelines are provided for planning favorable testing environments:

*Size of Testing Sessions:* Districts may decide the sizes of testing sessions, but smaller testing sessions (approximately 30 students) provide better test conditions.



*The Room:* A room that is free from distractions and has adequate light, ventilation, and heating or air conditioning provides the most supportive conditions for students.

*Seating:* Seating must be arranged to minimize the possibility of students communicating with each other either verbally or visually.

*Devices Not Allowed:* Students are not to wear headphones, nor are they allowed to have pagers, cell phones, PDAs, calculators, or any other electronic device on the desk or accessible during the testing as these provide possible means that students might use to receive help on the test.

*Materials on Walls:* Posters or other materials that provide specific guidance to students taking a state assessment must be removed or covered.

*Materials on Desks:* Non-test-related material on desks is not allowed. Student desk tops must be covered or cleared of any material not necessary for testing. Each student should be provided with ample scratch paper, an answer document, and workspace on which to write.

**Books, dictionaries, thesauruses, notes, or other aids** must **NOT** be accessible to students during the High School Proficiency Examination. Items for use after the examination are to be stored away from the student work area (i.e., under desks, chairs, or tables) and must not be accessed until testing materials have been collected from the student.

## **Invalidation of Test Scores**

Several circumstances may necessitate invalidating a student's answers and/or scores. Instances of cheating on state-mandated assessments will require invalidation. Answer documents may also need to be invalidated if a test administration or a test security irregularity occurs that affects the validity of the students' scores. To indicate that an HSPE assessment has been invalidated, fill in the **INV** bubble on the front of the answer document.

Because of changes in AB154, students with invalidated scores resulting from a test administration or test security irregularity will now be counted as participating in the assessment; however, they will be counted as non-proficient for AYP purposes.

ANSWER DOCUMENTS FOR ABSENT STUDENTS MUST NEVER BE INVALIDATED.

## **Accommodations for Students with Special Needs**

Accommodations are available for students who have an IEP, LEP students, and those students covered by a Section 504 Accommodations Plan. For information on testing students with special needs, please see the *Guidelines for the Nevada Proficiency Examination Program, 2005–2006, Students with Special Needs*.

The school test coordinator must make certain that all students with special needs receive the appropriate accommodations, as needed.

## **Procedures for Administration**

Specific instructions for administering the 2006 grade 10 HSPE in Mathematics, Reading, and Science are included in this manual and must be followed exactly. The *Test Administration Manual* is revised each year, and the new manual must be used. All old manuals must be destroyed.

The *Test Administration Manual* is not considered a secure document and may be reviewed by classroom test administrators prior to the date of the testing in order to familiarize themselves with the testing instructions.

Classroom test administrators must adhere to the guidelines for testing given below:

*Helping Students:* The classroom test administrator must maintain an impartial and professional attitude. In no case should students be given help with the test. However, testing procedures should be made clear. Any questions about procedures for completing the test or correcting answer documents should be answered by repeating or paraphrasing the appropriate sections of the instructions. If a student should ask a question about the test content or the choice of a response, useful and permissible replies include: "Follow the instructions that you were given" and "Do your best."

*Monitoring Students:* Classroom test administrators and test proctors must circulate throughout the testing area while students are testing to make certain that students are completing the test as directed. Students must never be left alone with test materials.

*Talking:* Students are not allowed to talk with each other about the test(s). Students must not be allowed the opportunity to discuss the test with anyone.

*Cheating:* Any instances of cheating should be handled in the least disruptive manner consistent with district and school policies. Answer documents for students who cheat must be submitted as invalidated tests. Students who cheat will receive a failing score, be placed in the lowest achievement level, and be referred to the district test director for further appropriate action. All instances of cheating require submission of a Report of Test Irregularity form.

*Students Who Finish Early:* Students may bring books or other reading materials to occupy their time if they finish early. These materials should not be on students' desks while they are taking tests. While reading is a permissible activity, writing should not be permitted following test administration.

*Security of Testing Materials:* Classroom test administrators and/or proctors are responsible for checking to make certain that all testing materials have been collected from every student before allowing anyone to leave the room at the end of the testing period.

## **Testing Materials**

Classroom test administrators must "sign-out" and "sign-in" each test booklet issued and returned on each day of test administration. A School Security Checklist (see Appendix B of this manual) has been provided to assist in this process. Your school test coordinator will provide you with the following testing materials:

- This *Test Administration Manual*
- Reading and/or mathematics test booklets, as appropriate
- Answer documents. (Note: each student should use only a single answer document to complete the Mathematics, Reading, and Science tests.)
- A supply of #2 pencils with erasers for students who do not have them or who break their pencil leads
- Scratch paper
- A reliable watch or clock

Students should NOT bring writing materials to the test session. All required materials should be provided at the testing location and collected from each student before he/she is allowed to leave the room.

## Assistance for Students

- Students are to receive no help during the administration of the grade 10 HSPE beyond making certain that they understand general test directions. No assistance of any kind on individual test questions can be given. School officials who participate in any inappropriate assistance to students can face severe consequences including suspension or revocation of teaching licenses. The *Test Administration Manual* for the HSPE in Mathematics, Reading, and Science contains additional instructions that must be followed by all school personnel and any others who assist with administration of the tests. All test security and test administration procedures must be strictly adhered to.
- Instructional aids of any kind are not allowed.
- Assistance from a classroom test administrator, proctor, aide, other adults, or other students is strictly prohibited.
- Use of dictionaries, including bilingual dictionaries, or any other reference material is not allowed during administration of the test.
- Prior to and during testing, a classroom test administrator must follow the script provided in the *Test Administration Manual* and cannot provide additional assistance or direct the students' attention to any materials in the room for the purpose of enhancing test performance.
- Only blank scratch paper (college or wide ruled, lined or plain) may be provided to students taking the tests. All scratch paper must be collected at the end of testing, and each piece of scratch paper must be collected before issuing a new one.

## Time Requirements

The HSPE is intended to be a measure of student proficiency rather than speed. Students who are working productively should be given as much time as needed to complete the test.

Individual districts will need to provide specific schedules that meet the needs of their particular situations, but all students who are working productively should be allowed to complete the test.

Each subject area test has two parts. Most students will complete each part of the subject area test in approximately 90 minutes (180 minutes total).

## Nevada\_98 Sci Read Math11\_08\_05 pg4



USE NO.2 PENCIL ONLY







INCORRECT MARKS






CORRECT MARK

		STUDENT NAME						MI																			
		LAST NAME			FIRST NAME																						
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		A	B	C	D	E																					

DISTRICT NUMBER	SCHOOL NUMBER	REGION NUMBER	PROGRAMS
00	00		<input type="radio"/> IEP
11	11	1	<input type="radio"/> Former IEP
22	22	2	<input type="radio"/> 504
33	33	3	<input type="radio"/> LEP
44	44	4	<input type="radio"/> Former LEP
55	55	5	<input type="radio"/> Exited ≤ 2 yrs
66	66	6	<input type="radio"/> Exited > 2 yrs
77	77	7	<input type="radio"/> Immigrant
88	88	8	<input type="radio"/> FRL
			<input type="radio"/> MG
			<input type="radio"/> T1 Target
			<input type="radio"/> G/T

GRADE
○ 10

SUBTESTS	TC	DNP	INV
Math	(R)(A)(M)	(A)(O)	(I)
Reading	(R)(A)(M)	(A)(O)	(I)
Science	(R)(A)(M)	(A)(O)	(I)

SPC CON	
<input type="radio"/> NASAA	
<input type="radio"/> Braille	
<input type="radio"/> New in	
Country	

YID		YIS	
0	After CD	0	After CD
1	Before CD	1	Before CD

BIRTH DATE		
MONTH	DAY	YEAR
JAN (1)		19
FEB (2)		
MAR (3)		
APR (4)		
MAY (5)		
JUN (6)		
JUL (7)		
AUG (8)		
SEP (9)		
OCT (10)		
NOV (11)		
DEC (12)		

[illegible]

PLACE LABEL HERE

## INSTRUCTIONS FOR ADMINISTRATION OF TEST TO STUDENTS

### Student Instructions for Coding Demographic Data on the Answer Document

**Note:** This subsection applies to students who do not have an answer sheet label

Not all demographic information will be filled in by the student. The directions provided in this section are to guide students through the sections they will need to complete. Sections such as TC (Testing Conditions), DOE (Date of Entry), and INV (Invalidated) must be filled in by school personnel.

You must complete the appropriate bubble for any student who tests with accommodations or modifications, who does not participate, or whose test must be invalidated.

*Scripted directions for completion of select demographic codes by students are provided below for schools or classes. Note that authorized school personnel must complete all remaining codes.*

Directions to be read aloud to the students are printed in **boldface** type. All other information is for the examiner and should not be read to the students.

*When all students are seated and quiet and have #2 pencils and erasers,*

**You are here to take the Nevada High School Proficiency Examination. I will now distribute answer documents. Please DO NOT make any marks on your answer document until I tell you to do so. If you have any questions as we go through the instructions, please raise your hand.**

*Distribute the answer documents.*

**You have been given an answer document on which you will be filling in your name and other information that is necessary for reporting purposes. Incorrect information in this section may result in your not getting credit for passing these tests. Please follow the instructions as I read them to you. Do not move ahead to a new section until I have read the instructions for that section and have told you to proceed. Are there any questions?**

*Pause.*

**Locate the blocks labeled LAST NAME, FIRST NAME, and MI on the front of your answer document.**

*Hold up a sample answer document and point to these blocks.*

**Starting with the box on the left, print one letter of your LAST NAME in each box. If your last name has more letters than there are boxes, print only as many letters as there are boxes. In the spaces labeled FIRST NAME, print one letter of your first name in each box. If there are not enough boxes, print only as many letters of your first name as there are boxes. In the space labeled MI, print your middle initial. If you do not have a middle name, do not print anything in this space.**

*Pause to allow students time to fill in this information.*

Each box has a column of bubbles below it. In the first column, fill in the bubble that has the same letter as the first letter of your last name. Repeat the process for each of the other letters in your name. Mark only one bubble in each column. If your last name contains a blank, dash, hyphen, apostrophe, or other non-alphabetical character, fill in your name without using that character. For example, if your last name is "Smith-Jones" then enter the name as "SMITHJONES." Completely erase any incorrect marks. Be careful not to make any other marks. Are there any questions?

*Pause.*

You may now fill in the appropriate bubbles.

*Pause. Check to make sure that each student is filling in the bubbles correctly.*

(Please check the *Guidelines for the Nevada Proficiency Examination Program, 2005–2006* to see if your district number may have changed.)

Locate the block labeled DISTRICT NUMBER.

*Hold up a sample answer document and point to the correct block. Please provide the appropriate district number for the students by writing it on a blackboard or other area visible to all students.*

In the boxes, write the district number.

*Pause.*

Next, under each box, you will find a column of bubbles with numbers in them. For each column, fill in the bubble that has the same number as the number you wrote in the box directly above.

*Pause.*

(Please check the *Guidelines for the Nevada Proficiency Examination Program, 2005–2006* to see if your school number may have changed.)

Next to the District Number block is the SCHOOL NUMBER block.

*Hold up a sample answer document and point to the appropriate block. Please provide the appropriate school number for the students by writing it on a blackboard or other area visible to all students.*

In the boxes provided, write in the school number. Then darken the circles for the numbers you wrote in the boxes.

*Pause. Check to make sure that each student is filling in the bubbles correctly.*

Locate the block labeled BIRTH DATE.

*Hold up a sample answer document and indicate the appropriate block.*

On the left side of the box, under MONTH, please fill in the number of the month in which you were born. For example, January is 1, February is 2, and December is 12. Are there any questions?

*Pause.*

Write the day of the month on which you were born in the boxes under DAY, using the numbers 01 to 31. Fill in the corresponding bubble for the numbers you wrote directly above.

*Pause.*

Under YEAR, write the last two digits of the year in which you were born. For example, if you were born in 1987 you would write 8 and 7. Fill in the corresponding bubble for the numbers you write directly above.

*Pause.*

Locate the GRADE block.

*Pause.*

In this block, fill in the circle to the left of the grade you are in.

*Pause.*

Locate the GENDER block.

*Hold up a sample answer document and point to the correct block.*

In this block, fill in the bubble next to your gender.

*Pause.*

A student should fill in only one bubble. If a student is a member of two or more groups, you will instruct the student to fill in the space for the one group with which he or she most closely identifies as indicated below.

Locate RACE/ETH. This block is for recording your ethnic background. The ethnic/racial groups that I am about to describe have been provided by the United States Department of Education. For each group, I will read the group name and the letter code of the space you should darken if you are a member of that group. If you are a member of more than one group, please fill in the space for the one group with which you most closely identify.

The first group is AMERICAN INDIAN OR ALASKAN NATIVE. This group includes people having origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition. If you are an American Indian or Alaskan native, darken the circle containing the letter "I" in the Ethnicity block.

The next group is ASIAN OR PACIFIC ISLANDER. This group includes people having origins in any of the original peoples of the Far East, Southeast Asia, in any of the original peoples of the Far East, Southeast Asia, Pacific Islands, or Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, Hawaii, and Samoa. If you are an Asian or Pacific Islander, darken the circle containing the letter "A" in the Ethnicity block.

The next group is **HISPANIC**. This includes people of Mexican, Puerto Rican, Cuban, Central and South America or other Spanish culture or origin, regardless of race. If you are Hispanic, darken the circle containing the letter “H” in the Ethnicity block.

The next group is **BLACK, NOT OF HISPANIC ORIGIN**. This group includes people having origins in any of the Black racial groups of Africa. If you are Black, darken the circle containing the letter “B” in the Ethnicity block.

The next group is **CAUCASIAN (White), NOT OF HISPANIC ORIGIN**. This group includes people having origins in any of the original peoples of Europe, North Africa, or the Middle East. If you are White, and not of Hispanic origin, darken the circle containing the letter “C” in this block.

Please make sure that you have filled in only one circle in the Ethnicity block. Are there any questions?”

*Pause.*

Check again to make sure that you have filled in only one bubble in this block. Locate the block labeled 1st HSPE MATH/READ TEST.

*Pause.*

If this is the first time you have ever taken the Nevada High School Proficiency Exam in Mathematics or Reading, fill in the circle next to YES.

If you have previously taken either of the Nevada High School Proficiency Exams in Mathematics or Reading, fill in the circle next to NO.

*Pause.*

Be sure to code NO if you have taken either the Mathematics or Reading Nevada High School Proficiency Exam before. Do not confuse the Iowa Test of Basic Skills, administered in the fall of 10<sup>th</sup> grade, with the HSPE. If you are not sure if you have ever taken a Nevada High School Proficiency Exam, please leave this field blank.

The following sections of the demographic page for each student will be completed by school personnel after testing as explained in Appendix A of this manual:

- Years in District (YID) and Years in School (YIS) Blocks
- Region Code Block (Clark County ONLY)
- Student Number Block

If applicable:

- Programs Block
- Testing Conditions (TC) Block
- Did Not Participate (DNP) Block
- Invalidation (INV) Block
- Special Considerations (SPC CON) Block

Please verify that each student has completed the required demographic data and check the demographic page of each student’s answer document for completeness and accuracy.



## MATHEMATICS TEST INSTRUCTIONS

**Classroom test administrators are to refer to district test policy for schedules for the High School Proficiency Examinations in Mathematics, Reading, and Science. All students should be given enough time to complete each test provided they are using testing time appropriately.**

Make sure that all students are seated and quiet, with desks clear of all materials except for their answer documents, #2 pencils, scratch paper, and erasers.

If the Mathematics portion is the *first* portion of the exam taken, please refer to page 7 of this manual for completing the demographic data section. This section must be completed BEFORE administration of any portion of the exam.

The HSPE in Mathematics is divided into two parts. Some districts may wish to administer the entire Mathematics test in one sitting without utilizing a break between Parts 1 and 2 for logistical purposes. While it is recommended that the HSPE be administered with a short break between Parts 1 and 2 to minimize fatigue, districts wishing to use the alternative format by skipping the break between sessions are referred to alternate instructions beginning on page 15.

### General Instructions

**I will now distribute the Mathematics tests. Do not open your test booklet until you are told to do so. The test is divided into Part 1 and Part 2. You should have plenty of time to complete each part of this test. You may NOT use a calculator on the mathematics test unless you have an IEP that allows it.**

*Distribute the Mathematics test booklets in the order they are packaged. Make sure each student has the answer document with which they filled in their demographic information.*

**Locate the box marked “Student Name” on the front cover of your test booklet. Print your first and last name on the front cover of your test booklet in the space provided. Under Student Name, please print your school name and the name of the school district.**

*Provide the school name and district name for the students by writing it on a blackboard or other area visible to all students. Check to be sure that each student has filled in this information on the front cover of his/her test booklet.*

**Look at the front cover of your test booklet. Find where it reads “Spring 2006.” Right beneath this you will see the word VERSION and a number. This is the VERSION number you will mark on your answer document.**

*Check to be sure that each student has found the VERSION number on his/her test booklet.*

**On page 2 of your answer document, locate the section labeled “MATHEMATICS” at the top of the page. Above the word “MATHEMATICS” is a shaded box with the word “VERSION” and 10 numbered circles.**

*Hold up a sample answer document and point out the Mathematics section. Check to be sure that each student has found the correct box.*

**Now fill in the circle with the VERSION number that is on your test booklet. For example, if you have VERSION**

1 on your test booklet, you will darken the circle with a “1” in it. If your test booklet is VERSION 2, you will darken the circle with a “2” in it. Does anyone have a question?

*Answer any questions the students may have. Be sure they have filled in the correct VERSION number in their answer booklets.*

Now break the seal for the mathematics section of the test booklet and open your test booklet to Page 1. The top of the page is titled *Directions for Mathematics*.

*Hold up a sample test booklet that is open to Page 1. Check to be sure students have opened their test booklets to the correct page. Remind them that if they break the other seal during this test that their reading test could be invalidated.*

Please listen carefully as I review the directions for the Mathematics test.

There are problems in this test booklet for you to solve. Do not mark your answers in this booklet. Instead, mark them on your answer document. Each time you answer a problem, be sure the number on your answer document is the same as the number of the question you are answering in the test booklet.

**DO NOT WASTE TIME ON HARD QUESTIONS.** If you find a question is taking a lot of your time, come back to it later. **ALSO, BE SURE TO SKIP THE ANSWER SPACE FOR THAT QUESTION ON YOUR ANSWER DOCUMENT.**

The questions ask you to choose the correct answer. Each of these questions has only one correct answer. The correct answer is one of four possibilities listed under each question. The possible answers are labeled A, B, C, or D. Decide which answer choice is the correct answer and note which letter appears next to it. On your answer document, find the number for that question and fill in the circle that contains the letter for that answer. Use a pencil and make sure the circle is completely filled in.

If you mark an answer for a question and then wish to change it, erase the wrong mark completely before filling in the correct answer. Only one answer may be marked for each question. If two circles are filled in for the same question, that question will be scored as incorrect.

You may write or mark in your test booklet; however, you must write your final answer on your answer document. Make no stray or unnecessary marks on your answer document.

Let's work through a sample question together to be sure you understand the directions.

Are there any questions?

*Pause. Answer any questions.*

Look at the sample question below. The answer to the question must be marked on your answer document. Before reading the question, let's find where you will mark your answer on your answer document. Look at page 2 of your answer document and locate the word 'Mathematics' at the top.

*Hold up this page of the answer document and point out the word "Mathematics."*

Below the word "Mathematics" is a shaded box. The box contains bubbles for Sample A. You will mark your answer for the sample question in this box. Are there any questions?

*Answer any questions the students may have. Check to be sure the students have found the correct place on their answer documents.*

Read the question labeled Sample in your test booklet. Mark your answer to this question under “Sample A” in the Mathematics section of your answer document.

*Pause while students mark their answer to Sample A on their answer document.*

Which circle did you mark?

*Pause for replies.*

The capital of Nevada is Carson City, so “B” is the correct answer. You should have filled in the circle with the letter B in it. Does anyone have a question?

*Answer any questions students may have. Some students may need to change their answers. Check to be sure the students are marking their answers in the correct place on their answer document.*

## **Instructions for Administering the Mathematics Test With a Break Between Parts**

*(Go directly to page 15 for alternate instructions to administer the test without a break.)*

Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as you are working productively, you will be given enough time to finish the test. For Part 1 of the test, we have scheduled \_\_\_\_ minutes. If you finish Part 1 early, you may go back and check your answers in this part only. DO NOT go on to Part 2.

If you notice anything wrong with your test booklet during the test please raise your hand.

I will tell you when you have 15 minutes left to finish the test.

Be sure to read all the directions carefully and mark your answers in the Mathematics section of your answer document. Do not mark more than one answer bubble for any question. If more than one response is bubbled, the question will be scored as INCORRECT. Are there any questions?

*Pause. Answer any questions.*

You may now begin Part 1 of the Mathematics test.

*Record the start time for this part of the test. Post the end time in a place visible to all students.*

The classroom test administrator and/or proctor should circulate to ensure that students are working on the correct part of the test and that they are marking their answers in the correct section of their answer document.

*When 15 minutes of the testing period remain,*

You have 15 minutes to finish Part 1 of this test.

*When the testing period has ended,*

The testing period has now ended. Please put your pencil down. If you need more time to finish this part of the test, raise your hand. *(Implement school test security plan, if applicable.)*

Please consult your school test security plan to determine how to handle a student who requests additional time to complete this part of the test.

Since Part 2 of the Mathematics test is to be taken immediately following this testing session, allow the students a minimum 10-minute monitored break before continuing.

**Instructions for Part 2:**

During this period, you will be taking Part 2 of the Mathematics test. Do not open your test booklet until you are told to do so.

*Distribute the Mathematics test booklets and answer documents. Make sure each student has the test booklet and answer document that he/she used to complete Part 1 of the test.*

If you finish this part of the Mathematics test early, you may go back and check your work in this part only. DO NOT go back to Part 1.

Again, if you notice anything wrong with your test booklet during the test, please raise your hand. If you complete Part 2, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have collected your test materials, you may read any materials you have brought with you, but you may not talk or disturb others.

Now open your test booklet to find Part 2 of the Mathematics test.

*Pause. Hold up a sample test booklet to Part 2 of the Mathematics test.*

As long as you are working productively, you will be given enough time to finish the test. For this part of the test we have scheduled \_\_\_\_ minutes.

As with Part 1, I will tell you when you have 15 minutes to finish the test.

Be sure to read all the directions carefully and mark your answers in the Mathematics section of your answer document. Do not mark more than one answer bubble for any question. If more than one response is bubbled, the question will be scored as INCORRECT. Are there any questions?

*Pause. Answer any questions.*

You may now begin Part 2 of the Mathematics test.

*Record the start time for this part of the test. Post the end time in a place visible to all students.*

The classroom test administrator and/or proctor should circulate to ensure that students are working on the correct part of the test and that they are marking their answers in the correct section of their answer document.

*When 15 minutes of the testing period remain,*

You have 15 minutes to finish Part 2 of this test.

*When the testing period has ended,*

The testing period has now ended. Please put your pencil down. If you need more time to finish this part of the test, raise your hand. (*Implement school test security plan, if applicable.*)

Please consult your school test security plan to determine how to handle a student who requests additional time to complete this part of the test.

Immediately following the end of the scheduled testing period for the Mathematics test, collect all answer documents, test booklets, and scratch paper from the students who are finished. If you have completed testing for the day, follow the answer document coding procedures listed on page 29 of this manual and return all materials to your school test coordinator. **Make sure the correct version number has been filled in on each student's answer document.**

## Instructions for Administering the Mathematics Test Without a Break Between Parts

When using the alternate administration procedure that eliminates a break between Parts 1 and 2, classroom test administrators should monitor the students to make sure they continue working when they encounter the stop sign between Parts 1 and 2 of the test. If a student stops at the end of Part 1, let the student know that it is okay to continue working on Part 2.

Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as you are working productively, you will be given enough time to finish the test. We have scheduled \_\_\_\_\_ minutes for this test.

The Mathematics test booklet is divided into two parts. A page with a stop sign separates the two parts in the test booklet. For this administration, both parts are being given at the same time. You may ignore the stop sign when you finish Part 1 and continue working on Part 2.

If you notice anything wrong with your test booklet during the test please raise your hand.

If you complete the test early and have checked over your work, raise your hand and I will collect your test materials. After I have collected your test materials, you may read any materials you have brought with you, but you may not write, talk or disturb others.

I will tell you when 15 minutes remain in the scheduled testing period.

Be sure to read all the directions carefully and mark your answers in the Mathematics section of your answer document. Do not mark more than one answer bubble for any question. If more than one response is bubbled, the question will be scored as INCORRECT. Are there any questions?

*Pause. Answer any questions.*

**Now open your test booklet to the beginning of the Mathematics test and start working.**

*Record the start time for this part of the test. Post the end time in a place visible to all students.*

The classroom test administrator and/or proctor should circulate to ensure that students are working on the correct part of the test and that they are marking their answers in the correct section of their answer document.

*When 15 minutes of the testing period remain,*

**You have 15 minutes to finish this test.**

*When the testing period has ended,*

The testing period has now ended. Please put your pencil down. Place your answer document inside your test booklet and close your test booklet. If you need more time to finish the test, raise your hand. (*Implement school test security plan, if applicable.*)

Please consult your school test security plan to determine how to handle a student who requests additional time to complete this part of the test.

Immediately following the end of the scheduled testing period for the Mathematics test, collect all answer documents, test booklets, and scratch paper from the students who are finished. If you have completed testing, follow the ***Classroom Test Administrator Instructions for Coding Student Information on Answer Documents*** located on page 29 of this manual and return all materials to your school test coordinator. **Make sure the correct version number has been filled in on each student's answer document.**

If Mathematics is the first content being tested, please **reseal** the Mathematics section of the test booklet with the extra seals provided with your test materials before returning the test booklet to the student for the Reading section of the test.

## READING TEST INSTRUCTIONS

**Classroom test administrators are to refer to district test policy for schedules for the High School Proficiency Examinations in Mathematics, Reading, and Science. All students should be given enough time to complete each test provided they are using testing time appropriately.**

Make sure that all students are seated and quiet, with desks clear of all materials except for their answer documents, #2 pencils, and erasers.

If the Reading portion is the *first* portion of the exam taken, please refer to page 7 of this manual for completing the demographic data section. This section must be completed **BEFORE** administration of any portion of the exam.

The HSPE in Reading is divided into two parts. Some districts may wish to administer the entire Reading test in one sitting without utilizing a break between Parts 1 and 2 for logistical purposes. While it is recommended that the HSPE be administered with a short break between Parts 1 and 2 to minimize fatigue, districts wishing to use the alternative format by skipping the break between sessions are referred to alternate instructions beginning on page 21.

### General Instructions

**I will now distribute the Reading tests. Do not open your test booklet until you are told to do so. The test is divided into Part 1 and Part 2. You should have plenty of time to complete each part of this test.**

*Distribute the Reading test booklets in the order they are packaged. Make sure each student has the answer document with which they filled in their demographic information.*

**Locate the box marked "Student Name" on the front cover of your test booklet. Print your first and last name on the front cover of your test booklet in the space provided. Under Student Name, please print your school name and the name of the school district.**

*Provide the school name and district name for the students by writing it on a blackboard or other area visible to all students. Check to be sure that each student has filled in this information on the front cover of his/her test booklet.*

**Look at the front cover of your test booklet. Find where it reads "Spring 2006." Right beneath this you will see the word **VERSION** and a number. This is the **VERSION** number you will mark on your answer document.**

*Check to be sure that each student has found the **VERSION** number on his/her test booklet.*

**On page 2 of your answer document, locate the section labeled "READING" at the top of the page. Above the word "READING" is a shaded box with the word "VERSION" and 10 numbered circles.**

*Hold up a sample answer document and point out the Reading section. Check to be sure that each student has found the correct box.*

**Now fill in the circle with the **VERSION** number that is on your test booklet. For example, if you have **VERSION****

1 on your test booklet, you will darken the circle with a “1” in it. If your test booklet is VERSION 2, you will darken the circle with a “2” in it. Does anyone have a question?

*Answer any questions the students may have. Be sure they have filled in the correct VERSION number in their answer booklets.*

On page 2 of your answer document, locate the section labeled “Reading” at the top of the page.

*Hold up a sample answer document and point out the Reading section.*

Now break the seal for the reading section of the test booklet and open your test booklet to Page 1. The top of the page is titled *Directions for Reading*.

*Hold up a sample test booklet that is open to Page 1. Check to be sure students have opened their test booklets to the correct page. Remind them that if they break the other seal during this test that their mathematics test could be invalidated.*

Please listen carefully as I review the directions for the Reading test.

There are reading questions in this test booklet for you to answer. Do not mark your answers in this booklet. Instead, mark them on your answer document. Each time you answer a question, be sure the number on your answer document is the same as the number of the question you are answering in the test booklet.

**DO NOT WASTE TIME ON HARD QUESTIONS.** If you find a question is taking a lot of your time, come back to it later. **ALSO, BE SURE TO SKIP THE ANSWER SPACE FOR THAT QUESTION ON YOUR ANSWER DOCUMENT.**

The questions ask you to choose the correct answer. Each of these questions has only one correct answer. The correct answer is one of four possibilities listed under each question. The possible answers are labeled A, B, C, or D. Decide which answer choice is the correct answer and note which letter appears next to it. On your answer document, find the number for that question and fill in the circle that contains the letter for that answer. Use a pencil and make sure the circle is completely filled in.

If you mark an answer for a question and then wish to change it, erase the wrong mark completely before filling in the correct answer. Only one answer may be marked for each question. If two circles are filled in for the same question, that question will be scored as incorrect.

You may write or mark in your test booklet; however, you must mark your final answer on your answer document. Make no stray or unnecessary marks on your answer document.

Let's work through a sample passage to be sure you understand the directions.

Are there any questions?

*Pause. Answer any questions.*

Look at the sample question below. The answer to the question must be marked on your answer document. Before reading the question, let's find where you will mark your answer on your answer document. Look at page 2 of your answer document and locate the word “Reading” at the top.

*Hold up this page of the answer document and point out the word “Reading.”*

Below the word “Reading” is a shaded box. The box contains bubbles for Sample A. You will mark your answer for the sample question in this box. Are there any questions?



*Answer any questions the students may have. Check to be sure the students have found the correct place on their answer document.*

**Now read the sample question. Mark your answer to this question under “Sample A” in the Reading section of your answer document.**

*Pause while students mark their answer to Sample A on their answer documents.*

**Which circle did you mark?**

*Pause for replies.*

**The Capital of Nevada is Carson City, so “B” is the correct answer. You should have filled in the circle with the letter B in it. Does anyone have a question?**

*Answer any questions students may have. Some students may need to change their answers. Check to be sure the students are marking their answers in the correct place on their answer document.*

## **Instructions for Administering the Reading Test With a Break Between Parts**

*(Go directly to page 21 for alternate instructions to administer the test without a break.)*

**Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as you are working productively, you will be given enough time to finish the test. For Part 1 of the test, we have scheduled \_\_\_\_ minutes. If you finish Part 1 early, you may go back and check your answers in Part 1 only. DO NOT go on to Part 2 of the test.**

**If you notice anything wrong with your test booklet during the test, please raise your hand.**

**I will tell you when you have 15 minutes left to finish the test.**

**Be sure to read all the directions carefully and mark your answers in the Reading section of your answer document. Do not mark more than one answer bubble for any question. If more than one response is bubbled, the question will be scored as INCORRECT. Are there any questions?**

*Pause. Answer any questions.*

**You may now begin Part 1 of the Reading test.**

*Record the start time for this part of the test. Post the end time in a place visible to all students.*

The classroom test administrator and/or proctor should circulate to ensure that students are working on the correct part of the test and that they are marking their answers in the correct section of their answer document.

*When 15 minutes of the testing period remain,*

**You have 15 minutes to finish Part 1 of this test.**

*When the testing period has ended,*

The testing period has now ended. Please put your pencil down. If you need more time to finish this part of the test, raise your hand. *(Implement school test security plan, if applicable.)*

Please consult your school test security plan to determine how to handle a student who requests additional time to complete this part of the test.

Since Part 2 of the Reading test is to be taken immediately following this testing session, allow the students a minimum 10-minute monitored break before continuing.

### **Instructions for Part 2:**

During this period, you will be taking Part 2 of the Reading test. Do not open your test booklet until you are told to do so.

*Distribute the Reading test booklets and answer documents. Make sure each student has the test booklet and answer document that he/she used to complete Part 1 of the test.*

If you finish this part of the Reading test early, you may go back and check your work in this part only. DO NOT go back to Part 1.

If you complete Part 2, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have collected your test materials, you may read any materials you have brought with you, but you may not talk or disturb others.

Now open your test booklet to find Part 2 of the Reading test.

*Hold up a sample test booklet to Part 2 of the Reading test. Pause.*

As long as you are working productively, you will be given enough time to finish the test. For this part of the test we have scheduled \_\_\_\_ minutes.

Again, if you notice anything wrong with your test booklet during the test, please raise your hand.

As with Part 1, I will tell you when you have 15 minutes to finish the test.

Be sure to read all the directions carefully and mark your answers in the Reading section of your answer document. Do not mark more than one answer bubble for any question. If more than one response is bubbled, the question will be scored as INCORRECT. Are there any questions?

*Pause. Answer any questions.*

You may now begin Part 2 of the Reading test.

*Record the start time for this part of the test. Post the end time in a place visible to all students.*

The classroom test administrator and/or proctor should circulate to ensure that students are working on Part 2 only, and that they are marking their answers in the correct section of their answer document.

*When 15 minutes of the testing period remain,*

You have 15 minutes to finish this test.

*When the testing period has ended,*

The testing period has now ended. Please put your pencil down. If you need more time to finish this part of the test, raise your hand. (*Implement school test security plan, if applicable.*)

Please consult your school test security plan to determine how to handle a student who requests additional time to complete this part of the test.

Immediately following the end of the scheduled testing period for the Reading Test, collect all answer documents and test booklets from the students who are finished. If you have completed testing for the day, follow the answer document coding procedures listed on page 29 of this manual and return all materials to your school test coordinator. **Make sure the correct version number has been filled in on each student's answer document.**

## **Instructions for Administering the Reading Test Without a Break Between Parts**

When using the alternate administration procedure that eliminates a break between Parts 1 and 2, classroom test administrators should monitor the students to make sure they continue working when they encounter the stop sign between Parts 1 and 2 of the test. If a student stops at the end of Part 1, let the student know that it is okay to continue working on Part 2.

Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as you are working productively, you will be given enough time to finish the test. We have scheduled \_\_\_\_\_ minutes for this test.

The Reading test booklet is divided into two parts. A page with a stop sign separates the two parts in the test booklet. For this administration, both parts are being given at the same time. You may ignore the stop sign when you finish Part 1 and continue working on Part 2.

If you notice anything wrong with your test booklet during the test please raise your hand.

If you complete the test early and have checked over your work, raise your hand and I will collect your test materials. After I have collected your test materials, you may read any materials you have brought with you, but you may not write, talk or disturb others.

I will tell you when 15 minutes remain in the scheduled testing period.

Be sure to read all the directions carefully and mark your answers in the Reading section of your answer document. Do not mark more than one answer bubble for any question. If more than one response is bubbled, the question will be scored as INCORRECT. Are there any questions?

*Pause. Answer any questions.*

**Now open your test booklet to the beginning of the Reading test and start working.**

*Record the start time for this part of the test. Post the end time in a place visible to all students.*

The classroom test administrator and/or proctor should circulate to ensure that students are marking their answers in the correct section of their answer document.

*When 15 minutes of the testing period remain,*

You have 15 minutes to finish this test.

*When the testing period has ended,*

The testing period has now ended. Please put your pencil down. If you need more time to finish the test, raise your hand. *(Implement school test security plan, if applicable.)*

Please consult your school test security plan to determine how to handle a student who requests additional time to complete the test.

Immediately following the end of the scheduled testing period for the Mathematics test, collect all answer documents, test booklets, and scratch paper from the students who are finished. If you have completed testing, follow the ***Classroom Test Administrator Instructions for Coding Student Information on Answer Documents*** located on page 29 of this manual and return all materials to your school test coordinator. **Make sure the correct version number has been filled in on each student's answer document.**

If Reading is the first content being tested, please **reseal** the Reading section of the test booklet with the extra seals provided with your test materials before returning the test booklet to the student for the Mathematics section of the test.

## SCIENCE TEST INSTRUCTIONS

**Classroom test administrators are to refer to district test policy for schedules for the High School Proficiency Examinations in Mathematics, Reading, and Science. All students should be given enough time to complete each test provided they are using testing time appropriately.**

Make sure that all students are seated and quiet, with desks clear of all materials except for their answer documents, #2 pencils, and erasers.

The HSPE in Science is divided into two parts. Some districts may wish to administer the entire Reading test in one sitting without utilizing a break between Parts 1 and 2 for logistical purposes. While it is recommended that the HSPE be administered with a short break between Parts 1 and 2 to minimize fatigue, districts wishing to use the alternative format by skipping the break between sessions are referred to alternate instructions beginning on page 27.

### General Instructions

**I will now distribute the Science tests. Do not open your test booklet until you are told to do so. The test is divided into Part 1 and Part 2. You should have plenty of time to complete each part of this test.**

*Distribute the Science test booklets in the order they are packaged. Make sure each student has the answer document with which they filled in their demographic information.*

**Locate the box marked "Student Name" on the front cover of your test booklet. Print your first and last name on the front cover of your test booklet in the space provided. Under Student Name, please print your school name and the name of the school district.**

*Provide the school name and district name for the students by writing it on a blackboard or other area visible to all students. Check to be sure that each student has filled in this information on the front cover of his/her test booklet.*

**Look at the front cover of your test booklet. Find where it reads "Spring 2006." Right beneath this you will see the word VERSION and a number. This is the VERSION number you will mark on your answer document.**

*Check to be sure that each student has found the VERSION number on his/her test booklet.*

**On page 2 of your answer document, locate the section labeled "SCIENCE" at the top of the page. Above the word "SCIENCE" is a shaded box with the word "VERSION" and 10 numbered circles.**

*Hold up a sample answer document and point out the Mathematics section. Check to be sure that each student has found the correct box.*

**Now fill in the circle with the VERSION number that is on your test booklet. For example, if you have VERSION 1 on your test booklet, you will darken the circle with a "1" in it. If your test booklet is VERSION 2, you will darken the circle with a "2" in it. Does anyone have a question?**

*Answer any questions the students may have. Be sure they have filled in the correct VERSION number in their answer booklets.*

On page 2 of your answer document, locate the section labeled “Science” at the top of the page.

*Hold up a sample answer document and point out the Science section.*

Now open your test booklet to Page 1. The top of the page is titled *Directions for Science*.

*Hold up a sample test booklet that is open to Page 1. Check to be sure students have opened their test booklets to the correct page.*

Please listen carefully as I review the directions for the Science test.

There are science questions in this test booklet for you to answer. Do not mark your answers in this booklet. Instead, mark them on your answer document. Each time you answer a question, be sure the number on your answer document is the same as the number of the question you are answering in the test booklet.

**DO NOT WASTE TIME ON HARD QUESTIONS.** If you find a question is taking a lot of your time, come back to it later. **ALSO, BE SURE TO SKIP THE ANSWER SPACE FOR THAT QUESTION ON YOUR ANSWER DOCUMENT.**

The questions ask you to choose the correct answer. Each of these questions has only one correct answer. The correct answer is one of four possibilities listed under each question. The possible answers are labeled A, B, C, or D. Decide which answer choice is the correct answer and note which letter appears next to it. On your answer document, find the number for that question and fill in the circle that contains the letter for that answer. Use a pencil and make sure the circle is completely filled in.

If you mark an answer for a question and then wish to change it, erase the wrong mark completely before filling in the correct answer. Only one answer may be marked for each question. If two circles are filled in for the same question, that question will be scored as incorrect.

You may write or mark in your test booklet; however, you must mark your final answer on your answer document. Make no stray or unnecessary marks on your answer document.

Let's work through a sample passage to be sure you understand the directions.

Are there any questions?

*Pause. Answer any questions.*

Look at the sample question below. The answer to the question must be marked on your answer document. Before reading the question, let's find where you will mark your answer on your answer document. Look at page 2 of your answer document and locate the word “Science” at the top.

*Hold up this page of the answer document and point out the word “Science.”*

Below the word “Science” is a shaded box. The box contains bubbles for Sample A. You will mark your answer for the sample question in this box. Are there any questions?

*Answer any questions the students may have. Check to be sure the students have found the correct place on their answer document.*

Now read the sample question. Mark your answer to this question under “Sample A” in the Science section of your answer document.

*Pause while students mark their answer to Sample A on their answer documents.*

Which circle did you mark?

*Pause for replies.*

The Capital of Nevada is Carson City, so “B” is the correct answer. You should have filled in the circle with the letter B in it. Does anyone have a question?

*Answer any questions students may have. Some students may need to change their answers. Check to be sure the students are marking their answers in the correct place on their answer document.*

## **Instructions for Administering the Science Test With a Break Between Parts**

*(Go directly to page 27 for alternate instructions to administer the test without a break.)*

Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as you are working productively, you will be given enough time to finish the test. For Part 1 of the test, we have scheduled \_\_\_\_ minutes. If you finish Part 1 early, you may go back and check your answers in Part 1 only. DO NOT go on to Part 2 of the test.

If you notice anything wrong with your test booklet during the test please raise your hand.

I will tell you when you have 15 minutes left to finish the test.

Be sure to read all the directions carefully and mark your answers in the Science section of your answer document. Do not mark more than one answer bubble for any question. If more than one response is bubbled, the question will be scored as INCORRECT. Are there any questions?

*Pause. Answer any questions.*

You may now begin Part 1 of the Science test.

*Record the start time for this part of the test. Post the end time in a place visible to all students.*

The classroom test administrator and/or proctor should circulate to ensure that students are working on the correct part of the test and that they are marking their answers in the correct section of their answer document.

*When 15 minutes of the testing period remain,*

You have 15 minutes to finish Part 1 of this test.

*When the testing period has ended,*

The testing period has now ended. Please put your pencil down. If you need more time to finish this part of the test, raise your hand. *(Implement school test security plan, if applicable.)*

Please consult your school test security plan to determine how to handle a student who requests additional time to complete this part of the test.

Since Part 2 of the Science test is to be taken immediately following this testing session, allow the students a minimum 10-minute monitored break before continuing.

**Instructions for Part 2:**

During this period, you will be taking Part 2 of the Science test. Do not open your test booklet until you are told to do so.

*Distribute the Science test booklets and answer documents. Make sure each student has the test booklet and answer document that he/she used to complete Part 1 of the test.*

If you finish this part of the Science test early, you may go back and check your work in this part only. **DO NOT** go back to Part 1.

If you complete Part 2, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have collected your test materials, you may read any materials you have brought with you, but you may not talk or disturb others.

Now open your test booklet to find Part 2 of the Science test.

*Hold up a sample test booklet to Part 2 of the Science test. Pause.*

As long as you are working productively, you will be given enough time to finish the test. For this part of the test we have scheduled \_\_\_\_ minutes.

Again, if you notice anything wrong with your test booklet during the test, please raise your hand.

As with Part 1, I will tell you when you have 15 minutes to finish the test.

Be sure to read all the directions carefully and mark your answers in the Science section of your answer document. Do not mark more than one answer bubble for any question. If more than one response is bubbled, the question will be scored as INCORRECT. Are there any questions?

*Pause. Answer any questions.*

You may now begin Part 2 of the Science test.

*Record the start time for this part of the test. Post the end time in a place visible to all students.*

The classroom test administrator and/or proctor should circulate to ensure that students are working on Part 2 only, and that they are marking their answers in the correct section of their answer document.

*When 15 minutes of the testing period remain,*

You have 15 minutes to finish this test.

*When the testing period has ended,*

The testing period has now ended. Please put your pencil down. If you need more time to finish this part of the test, raise your hand. *(Implement school test security plan, if applicable.)*



Please consult your school test security plan to determine how to handle a student who requests additional time to complete this part of the test.

Immediately following the end of the scheduled testing period for the Science Test, collect all answer documents and test booklets from the students who are finished. If you have completed testing for the day, follow the answer document coding procedures listed on page 29 of this manual and return all materials to your school test coordinator. **Make sure the correct version number has been filled in on each student's answer document.**

## Instructions for Administering the Science Test Without a Break Between Parts

When using the alternate administration procedure that eliminates a break between Parts 1 and 2, classroom test administrators should monitor the students to make sure they continue working when they encounter the stop sign between Parts 1 and 2 of the test. If a student stops at the end of Part 1, let the student know that it is okay to continue working on Part 2.

Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as you are working productively, you will be given enough time to finish the test. We have scheduled \_\_\_\_\_ minutes for this test.

The Science test booklet is divided into two parts. A page with a stop sign separates the two parts in the test booklet. For this administration, both parts are being given at the same time. You may ignore the stop sign when you finish Part 1 and continue working on Part 2.

If you notice anything wrong with your test booklet during the test, please raise your hand.

If you complete the test early and have checked over your work, raise your hand and I will collect your test materials. After I have collected your test materials, you may read any materials you have brought with you, but you may not write, talk or disturb others.

I will tell you when 15 minutes remain in the scheduled testing period.

Be sure to read all the directions carefully and mark your answers in the Science section of your answer document. Do not mark more than one answer bubble for any question. If more than one response is bubbled, the question will be scored as INCORRECT. Are there any questions?

*Pause. Answer any questions.*

**Now open your test booklet to the beginning of the Science test and start working.**

*Record the start time for this part of the test. Post the end time in a place visible to all students.*

The classroom test administrator and/or proctor should circulate to ensure that students are marking their answers in the correct section of their answer document.

*When 15 minutes of the testing period remain,*

**You have 15 minutes to finish this test.**

*When the testing period has ended,*

**The testing period has now ended. Please put your pencil down. If you need more time to finish the test, raise your hand. (*Implement school test security plan, if applicable.*)**

Please consult your school test security plan to determine how to handle a student who requests additional time to complete the test.

Immediately following the end of the scheduled testing period for the Science test, collect all answer documents and test booklets from the students who are finished. If you have completed testing for the day, follow the answer document coding procedures listed on page 29 of this manual and return all materials to your school test coordinator. **Make sure the correct version number has been filled in on each student's answer document.**

## ANSWER DOCUMENT CODING PROCEDURES

**Errors in coding the demographic information on the answer documents may result in inaccurate reports or delays in reporting test results. Contact your district office for questions regarding student demographic information.**

Following test administration, all students answer documents should be reviewed for the following:

- There are no stray pencil marks outside of the answer spaces or bubbled areas to be machine scored.
- All marks to be machine scored are marked darkly in pencil.
- All erasures are complete.
- All sections have been bubbled appropriately (if applicable).

### Coding of Answer Documents

The principal of each school required to participate in a state-mandated examination is also responsible for making certain that coding of answer documents is done accurately. This responsibility is often delegated to the school test coordinator. Because participation rates of students are used to determine Adequate Yearly Progress (AYP), schools must submit an answer document for every student enrolled at the grade 10 level during the spring 2006 administration of the HSPE in Mathematics, Reading, and Science whether that student actually tests or not. For further information on participation rates and use of test scores for AYP purposes, refer to the *Guidelines for the Nevada Proficiency Examination Program, 2005–2006, Introduction and Overview*, "School Accountability and AYP."

Most students participating in the grade 10 HSPE in Mathematics, Reading, and Science will have ID labels containing their demographic information that will be affixed to an answer document. Only the 1<sup>st</sup> HSPE Math/Read, TC (Testing Conditions), DNP (Did Not Participate), INV (Invalidated), and SPC CON (Special Considerations) fields will have to be hand-bubbled on these answer documents, and only if applicable. Although the 1<sup>st</sup> HSPE Math/Read field is required for all students taking the HSPE, most students will have nothing marked in these other fields. For those students who do not have ID labels all demographic information will need to be bubbled onto the answer document (see page 7 of this manual). Refer to Coding Instructions in Appendix A of this manual for additional information.

Student ID information for the grade 10 HSPE in spring 2006 will be extracted from the State Student Information System approximately one month prior to the test administration. Between the time the extract is pulled and the date of the test administration, the information included in the extracts must be checked by district or school-level personnel and any changes in student demographic information must be updated in the district's student information system. The district test director will provide information on this process.

If a student has a change in demographic information, the student will still use the original ID label issued to them unless the **school code** on the label is incorrect. If the school code on the ID label is inaccurate, then a new answer document must be hand-bubbled with all of the information filled in accurately and completely. If any other information is incorrect, it is not necessary to hand-bubble a new answer document. However, it is essential that the information be updated in the district's student information system as quickly as possible. Another extract will be pulled prior to scoring the tests, and the updated information in the district's student information system will be included in the data file used for reporting scores.

For those students participating in the HSPE who do not have a pre-ID label for their answer document, an answer document must be filled in and submitted for scoring. The information on the demographic page for each answer document that is hand-bubbled must be filled in completely and accurately. School and district codes can be easily referenced by referring to the *Guidelines for the Nevada Proficiency Examination Program, 2005–2006, Introduction and Overview*, “Appendices.”

If a student is absent or does not test for any other reason, the answer document must be coded appropriately using the **DNP** (Did Not Participate) code. DO NOT use the **DNP** code if the student completes a portion of the test but does not finish.

School test coordinators are responsible for verifying that the enrollment count matches the number of answer documents being submitted for scoring. Procedures must be in place to guarantee that a student does not take the test twice during a specific testing window or that the school does not submit two answer documents for the same student for any reason. NRS 389.017 mandates that the superintendent of schools for each school district and the governing body of each charter school shall certify that the number of pupils who took the examination is equal to the number of pupils who are required to take the examination.

Significant errors in coding or in identifying students in the district’s student information system may be treated as irregularities in test administration and must be reported to the test security coordinator at the Nevada Department of Education.

## APPENDIX A: CODING TERMS AND DEFINITIONS

This appendix provides definitions to assist school and district personnel in coding answer documents correctly. This *HSPE Test Administration Manual* has specific instructions for completing each section on the answer document.

The grade 10 High School Proficiency Examination will include student ID labels to affix to answer documents for the majority of the students who are required to test. Prior to receipt of the answer documents, school personnel should have verified student demographic information as directed by their district test director. The fields of 1<sup>st</sup> HSPE Math/Read, TC (Testing Conditions), DNP (Did Not Participate), INV (Invalidated), and SPC CON (Special Considerations) will have to be bubbled in on the answer document, if applicable. These fields should not be filled in by the student taking the test.

If a student has a change in demographic information, the student will still use the original ID label issued to them for their answer document unless the **school code** on the ID label is incorrect. If the school code on the ID label is inaccurate, then a new answer document must be hand-bubbled with all of the information filled in accurately and completely. If any other information is incorrect, it is not necessary to hand-bubble a new answer document. However, it is essential that the information be updated in the district's student information system as quickly as possible. A second extract that includes the updated information in the district student information system will be pulled and used as the data file prior to scoring.

**Answer documents for students without an ID label must be completely and accurately hand-bubbled.**

### Program Codes

#### Names

The student's legal first and last names along with the middle initial must be used on the answer document. No nicknames or shortened versions of the legal name may be used. There should also be no punctuation used in the name fields, such as hyphens or apostrophes. For example, if a student's last name is "O'Connor", bubble "OCONNOR" on the answer document. If a student's last name is "Smith-Jones," then "SMITHJONES" will be bubbled on the answer document.

#### Race/Ethnicity (RACE/ETH)

The instructions require that only ONE group be selected. If the student completes this section and could be considered a member of two or more groups, the student should be instructed to choose the group with which s/he most closely identifies.

Code	Race/Ethnicity
I	American Indian/Alaskan Native
A	Asian/Pacific Islander
H	Hispanic
B	Black, not of Hispanic origin
C	White, not of Hispanic origin

### Testing Conditions (TC)

This section applies only to a student with an IEP, a student with a Section 504 Accommodations Plan, or a student identified as Limited English Proficient (LEP) and only if the student used accommodations on the test. See the *Guidelines for the Nevada Proficiency Examination Program, 2005–2006, Students with Special Needs*. Note: Only students with IEPs may use Modifications on a state assessment, and only if the IEP indicates that use of the modifications is necessary.

Code	Testing Condition
R	Regular conditions (no accommodations)
A	Accommodations
M	Modifications (available only to IEP students)

### Did Not Participate (DNP)

Code	Reason for Non-participation
A	Absent: Student currently enrolled, but absent during test administration
O	Other: Student currently enrolled, but did not participate for some other reason

### Invalidated (INV)

Code	Reason for Invalidation
I	Student's test has been invalidated.

### Years in School (YIS)

Code	Years in School
0	Student who enrolled in the school after count day, or student who initially enrolled before count day but who has not been continuously enrolled from and including count day.
1	Student continuously enrolled in the school from and including count day or before.

### Years in District (YID)

Code	Years in District
0	Student who enrolled in the district after count day, or student who initially enrolled before count day but who has not been continuously enrolled since count day.
1	Student continuously enrolled in the district from and including count day or before.

## Programs

Program	Description
IEP	A student who is identified as having a disability under the Individuals with Disabilities Education Act and is receiving special education and related services in accordance with a current individualized education program (IEP) (Note: IEP Students identified only as Gifted and Talented are not included here.)
Former IEP	A student was previously identified as having a disability under the Individuals with Disabilities Education Act and received special education and related services in accordance with an individualized educational program (IEP)
504	A student who is protected from discrimination under Section 504 of the Rehabilitation Act of 1973 and who is receiving services in accordance with an accommodation plan
LEP	A student who has been identified as such through a home language survey and an initial proficiency assessment and has not exited the ESL program
Former LEP	A student who has exited the ESL program by achieving a "proficient" score on the English Language Proficiency Assessment (ELPA) and achieved an "approaching standards" score on a state-mandated academic assessment used for AYP. A district standardized assessment, as determined by your district, may be used in grades where there is not a state-mandated AYP academic assessment. A Former LEP student's AYP scores are counted as an LEP student for two years after exiting the program. This coding should be done only by ESL teachers/specialists.
Exit ≤ 2 yrs	A student who is a Former LEP and has been exited from the LEP program less than or equal to two years
Exit > 2 yrs	A student who is a Former LEP and has been exited from the LEP program more than two years
Immigrant	An individual (age 3–21) enrolled in a school who was not born in the United States and who has not been attending schools in the United States for more than three (3) full academic years. (Note: In Nevada, an academic year is from count day to testing day.)
F/RL	A student who qualifies for the Free or Reduced Lunch Program
MG	A migrant student who has an approved Certificate of Eligibility on file with the Nevada Department of Education.
Title I Target	A student who has been identified for services in a school receiving <b>Title I Targeted Assistance</b> funding. (Note: In Nevada, most Title I students are enrolled in school-wide programs and are <b>not</b> included in this category.)
G/T	A student who has been identified as Gifted and/or Talented according to district definition (Note: This code is for district/school use only.)

### Special Considerations (SPC CON)

This section will be coded only for those students described by one of these categories.

Code	Explanation
NASAA	Student participated in the state's alternate assessment (Nevada Alternate Scales of Academic Achievement).
Braille	Student used a Braille form of the assessment.
New in Country	An immigrant student identified as LEP who is enrolled in a U.S. school during the current academic year for the first time.

### 1<sup>st</sup> HSPE Math/Read Test

Code	Explanation
Yes	Student has NEVER before taken the <i>HSPE in Reading</i> or the <i>HSPE in Mathematics</i> .
No	Student has previously taken either the <i>HSPE in Reading</i> or the <i>HSPE in Mathematics</i> .

**Date of Entry (DOE)** Applicable for HSPE test administration only.

A school administrator must fill in the appropriate bubble indicating when the student first entered the 9<sup>th</sup> grade:

Code	School Year
A	1999–2000 school year
B	2000–2001 school year
C	2001–2002 school year
D	2002–2003 school year
E	2003–2004 school year

### Region Code (Clark County ONLY)

NOTE: If school is NOT in Clark County district, leave this section **BLANK** (do not fill in)

Code	Explanation
1	Northeast
2	East
3	Southeast
4	Southwest
5	Northwest
7	<b>No region—fill in circle 7 if school is classified by CCSD as either: CSS (Central Student Support) ESD (Education Services Division)</b>

(If further information regarding Region Number is needed, contact your district test director.)



## APPENDIX B: SCHOOL SECURITY CHECKLIST



50 Education Way  
Dover, NH 03820

Nevada Proficiency Examination Program

School Security Checklist

Ship To:

<b>MP Ship Code:</b>	<b>00000000040243</b>		<b>Date Packed:</b>	<b>March 6, 2006</b>
<b>Contract:</b>	<b>137204</b>		<b>Contract Name:</b>	<b>Nevada HSPE</b>
<b>County Code:</b>		<b>SU Code:</b>	<b>Administration:</b>	<b>2005-2006</b>
<b>District Code:</b>		<b>District Name:</b>	<b>Superintendent Unit Name:</b>	
<b>School Code:</b>		<b>School Name:</b>	<b>Grade:</b>	<b>Enrollment:</b>

**Distribution from the School Test Coordinator (STC) to the Test Administrator(s) (TA)**

**School Test Coordinators:** Each day of testing, the TA must initial the "OUT" column when receiving secure test materials. Each day following testing, the STC must initial the "IN" column when the TA returns the Secure Materials. When the Secured Materials are packaged for return, the STC (or designated person) must initial the "PACKAGED FOR RETURN" column. Comments may be written along the margins.

Description													Qty Shipped		
Test Booklets															10
Booklet Numbers	Test Administrator	Day 1		Day 2		Day 3		Day 4		Day 5		PACKAGED FOR RETURN			
		OUT TA	IN SC	OUT TA	IN SC	OUT TA	IN SC	OUT TA	IN SC	OUT TA	IN SC				
1580029640															
1580029641															
1580029642															
1580029643															
1580029644															
1580029645															
1580029646															
1580029647															
1580029648															
1580029649															





